



THE LAW OF RECOMPENSE.

There is no wrong, by any one committed,
But will recoil;
Its sure return, with double ill repeated,
No skill can foil.

As on the earth the mists it yields to heaven
Descend in rain,
So on his head who e'er has evil given,
It falls again.

It is the law of life that retribution
Shall follow wrong,
It never fails, although the execution
May tarry long.

Then let us be, with unrelaxed endeavor,
Just, true, and right;
That the great law of recompense may ever
Our hearts delight.

Comparisons are Odious, but—

We reprint the following lines from the report of the last convention of Instructors of the Deaf. They occur in a paper (and a capital one, by the way) by Prof. W. G. Jenkins, of Hartford, on Idioms. We advise all our deaf-mute readers to "paste them in their hats." They are very helpful towards the understanding of common everyday language:

"As poor as a church-mouse,
As thin as a rail,
As fat as a porpoise,
As rough as a gale,
As brave as a lion,
As spry as a cat,
As bright as a sixpence,
As weak as a rat,
As proud as a peacock,
As sly as a fox,
As mad as a March hare,
As strong as an ox,
As fair as a lily,
As empty as air,
As rich as Croesus,
As cross as a bear,
As pure as an angel,
As neat as a pin,
As smart as a steel-trap,
As ugly as sin,
As dead as a door-nail,
As white as a sheet,
As flat as a pan-cake,
As red as a beet,
As round as an apple,
As black as your hat,
As brown as a berry,
As blind as a bat,
As mean as a miser,
As full as a tick,
As plump as a partridge,
As sharp as a stick,
As clean as a penny,
As dark as a pall,
As hard as a mill stone,
As bitter as gall,
As fine as a fiddle,
As clear as a bell,
As dry as a herring,
As deep as a well,
As light as a feather,
As firm as a rock,
As stiff as a poker,
As calm as a clock,
As green as a gosling,
As brisk as a bee,
And now let me stop,
Lest you weary of me.

The two swings and a twenty-foot see-saw have been brought out of their winter quarters and put up in the yard. It is really amusing to see with what lofty scorn the "big girls" look upon these childish things, but it is not half so amusing as the look of guilt they show when seen joyously careening through the air on the end of the twenty-foot plank.—*Silent Hoosier.*

RELICS OF EARLY DAYS.

A Box That Belonged to One of Columbus' Sailors.

The Attic of Mr. Seymour's Newark Home Filled with Antiquities. Curiosities from Spain. A Relic Containing Bones of the Old Saints. Things for the World's Fair of 1892.

Along at No. 51 Mount Pleasant avenue, Newark, there is a house, and in the house is an attic. Nothing remarkable in that? Perhaps not. The house is like most others in that neighborhood. There is an air of comfort, if not of luxury, about the exterior, and the first thing that strikes you on going inside is the evidence of refinement and art prevailing everywhere. Now for the attic, though, as a matter of fact, you have to climb a couple of tiresome stairs before getting there. Like the general run of garrets it contains a lot of odds and ends. Unless you have entered the house surreptitiously, James M. Seymour, Supervisor of State Prison, will be on hand to explain things, for this is Mr. Seymour's house.

"See that old box in the corner?" he is pretty sure to say.

You have no difficulty in seeing it. There is nothing attractive about the box except to those attracted by quaint and odd things. In general appearance it resembles somewhat the old-fashioned wooden trunks brought here from Europe. The only fastening apparent is a hasp, which may have been secured by a padlock. The box is of Spanish pine and the moths have made many a lunch on it. Their footmarks, or rather toothmarks, are evident and one part of the edges is pretty well eaten away.

"That," Mr. Seymour will tell you, "is the trunk which belonged to Perez, who came to this country, with Columbus. Perez was a sailor on the Pinta, and he carried the trunk here and back again to Spain. The trunk was kept in his family. It was handed down from one generation to another and finally was presented to us by one of the direct descendants of Perez."

Mr. Seymour has not a doubt of the genuineness of his treasure, and he intends exhibiting it at the World's Fair for the edification of those who want some practical relic of the discovery of this Continent which the Fair is to celebrate.

Mr. Seymour lived some years in Spain, and during that time he gathered lots of curiosities. His son and namesake went to Spain a few years ago as United States Commissioner to the National Exposition at Barcelona, and he carried back with him a wagon loaded with curiosities. Spanish swords and daggers

and all the implements of knightly warfare are represented. Here you see the cruel, sharp fish-hook irons with which the bulls are prodded to make them mad, and on the other side of the wall is a little holy-water font supposed to be hundreds of years old. Ancient books by the dozen are here. They are in parchment and bound in rough, untanned skin, but the moths have riddled them so as to give one the idea that a hundred sparrow-shot had been fired through every page. The books are in Latin. One of them is dated 1589. It is a Bible, and its appearance indicates that the work on it probably occupied some years. Some of the books over two hundred years old are in a pretty fair state of preservation, and the whole collection is in a condition to be removed to Chicago, provided that those interested in the Fair exert themselves to get Mr. Seymour's consent.

The relic that Mr. Seymour values most and preserves with the greatest sacredness is one containing particles of the bones of saints who died, some of them, over a thousand years ago. The frame in which these are is not unlike the monstrance in which the Eucharist is kept in Catholic churches. At the end of each branch is a small glass case containing tiny pieces of bone of one or more saints, and the reverse side of the case is the picture of the original owner. There are, in all, relics of about half a hundred saints. The names are printed in type something like what was used the latter end of the fifteenth century, shortly after printing was invented, and the glass on the little cases looks strong enough and odd enough to have belonged to the same period. The woodwork is dark and heavy, resembling ebony. How this heirloom came to be in his family Mr. Seymour does not know. He is not a Catholic and not is aware of any of his ancestors having belonged to that faith. He does know, however, that this case of relics has been handed down for years, perhaps for several centuries, until it has come directly to him. He values it chiefly on that account, and but for that might not have it to-day. Arch-bishop Hughes would have given him any price for it, and numerous Catholic priests and laymen have tried since then to get Mr. Seymour to part with it. In recent years few people have seen it. At the time *The World* man saw it the case had been unwrapped for the first time for nearly a decade.

Mr. Seymour is proud of his antiquities and curiosities, but he does not set the same stress on them that Mrs. Seymour does. To her every one of those ancient things tells a story of the people that handled them in the years gone by. Indeed she thinks more of the relics than she does of her paintings which are artistic works of merit. Strange though it may seem, is it doubtful if many of the neighbors know that she has either of those things.

DEAF-MUTE CHILD THIEF.

Eleven Years Old and so Clever at Lock-Picking That He Always Breaks Jail.

MAY'S LANDING, April 26th.—Charley Kroekel, a deaf-mute criminal, eleven years old, was yesterday sentenced to one year's imprisonment in the State Prison by Judge Alfred Reed. He is one of the greatest lock pickers for his age in the country. Charley has been in the Atlantic County Jail awaiting sentence ever since the December term of court, when he was convicted of breaking into a store at Egg Harbor City. Since that time the Judge has had the matter before him, but was puzzled what course to pursue. The Reform School authorities at Jamesburg will not have him, as he picks the locks and escapes as often as he is placed there. Twice he has been sentenced to the Reform School, but each time escaped in a few days. Nearly four years of his young life have been spent in prison. Several prominent medical men have examined him, but are unable to account for his mania for lock-picking and stealing. He has served three terms of imprisonment in the County Jail here, and was once locked up in the Tombs, New York, for breaking and entering, but escaped. Charley has committed several bold robberies at Elwood, Egg Harbor and Atlantic City during the past three years. He is perfectly contented in the jail here and by his good disposition has won many friends among the prisoners and made one of Sheriff Lacy. He gives very little trouble, but occasionally Sheriff Lacy finds the locks filled with cotton or paper. He recently tried his skill on the locks and bolts, but was caught before he succeeded. He is very small and squeezes through a small aperture, and in this way he escapes from many prisons. He would rather be in jail here than at home, and several times when he has been released he promised to be back in a few days, which promise he always kept. To break up this, Judge Reed sent him to the Reform School, and he invariably escaped. Charley is nearly heart-broken over his sentence to State Prison. He has cried bitterly all day and says that he will not go.

Another deaf-mute ball player has been added to the profession, in William Funkhauser, who will play left field for Detroit. This makes three deaf-mutes playing professionally—Hoy, of St. Louis, and Ryn, of Minneapolis, being the other two.—*Kansas City Journal.*

The following contribution to the science of arithmetic was made by a pupil in one of our primary classes:

"If you drink two cups of coffee every day, how many cups of coffee will you drink in one week?"

"If I drink two cups of coffee every day, in one week I will drink a pitcher."

The Silent Worker.

PUBLISHED EVERY MONTH

AT THE

New Jersey School for Deaf-Mutes.

All contributions must be accompanied with the name and address of the writer, not necessarily for publication, but as a guarantee of good faith.

TRENTON, MAY 28, 1891.

PROFESSOR DENISON, of the National Deaf-Mute College, has invented an apparatus for use in arithmetic classes, which he calls the "Fraction Teacher." It seems from a cut printed in the last number of the *Annals*, to be a very ingenious and practical device. He is now making arrangements to have it manufactured and placed on the market, to supply schools for the hearing as well as for the deaf. We shall have one here, and no doubt every school for the deaf will give an order, especially as this is the invention of a deaf teacher. It shows that a deaf person may be a very skilful teacher.

We print this month one more paragraph about Charlie Kroekel, and here we propose to stop. This one deaf-mute lad, with a criminal twist in his brain, has had more said about him in the papers than all the honest, hard-working deaf-mutes in the country have had. If the reader will extend the thumb and forefinger of his right hand at right angles to each other, closing the other fingers, place the tip of his thumb on the upper front teeth, and using this as a pivot, will vibrate the hand in a plane parallel to that of the face, he will express our views as to the endless repeating of Charlie's criminal exploits. Our deaf readers will understand what we mean—to the others we may explain that this is the deaf-mute sign for "chestnut."

FROM an entertaining book called "In a Club Corner," we take the following anecdote of the famous actor David Garrick. Mr. Shireff, a deaf and dumb man, was asked, "Did you know Garrick?" "Yes," the man replied, in his own way. "Did you ever see him act?" "Yes," was the reply again. "Did you admire him?" "Yes." "How could that be, since you could not hear him, and of course, could not understand him." The answer, when it came, was astonishing indeed: "Garrick's face was a language." The story reminds us of the fact that Edwin Booth at one time took lessons in the sign-language from a teacher of the deaf, and, as we have observed in seeing him act in his best-known parts, he used many of the recognized deaf-mute signs, especially those denoting the emotions and passions.

THE Silent Educator for May is an excellent number, as which is not? Like Hosea Biglow we may say, "Not that I allers agree with him, but by time, I do like" original and suggestive articles on our work, even if some of the views put forth are not quite our own.

SOME of the girls are beginning to work at wood-carving. Well, why not? We think they could even learn carpentry if they had a chance.

Committees Appointed.

Governor Abbett, as President of the State Board of Education, has made the appointment of the several committees. The notice of their appointment was received too late in the month to allow us to insert the list on our fourth page, where it will appear in following issues. The committees are as follows: Committee on Finance and Auditing, William R. Barricklo, James L. Hays, John P. Brothers, Henry C. Kelsey, John P. Stockton; Committee on Grounds and Buildings, John H. Scudder, James Deshler, William C. Heppenheimer, Alexander G. Cattell, William R. Barricklo; Committee on Education, Nicholas Murray Butler, William R. Barricklo, James L. Hays, William W. Varick, Henry C. Kelsey.

Took an Excursion.

The older pupils had a delightful time on the afternoon of Thursday the 21st of this month. They had been promised an excursion to Spring Lake some Saturday afternoon in this month, but, as the weather had been bad for two successive Saturdays, they were allowed to go on Thursday. The day was delightful. Miss Hawkins took charge of the party and Mr. Gaffney acted as her right-hand man. Mr. Wright put up a bountiful lunch, which was fully appreciated. The pupils played ball and quoits, rode on bicycles, of which there were three in the party, went boating or strolled around the beautiful grounds. They enjoyed themselves exceedingly and thanked their friends who did so much to entertain them. They got home before dark, pretty tired, but very jolly.

An Artistic Portrait.

An excellent oil painting of the Rev. Dr. Gallaudet is now on exhibition at Schaus, No. 204 Fifth avenue. The picture is the work of Albert Ballin, a deaf-mute, a pupil of H. Humphrey Moore, the eminent deaf painter. Mr. Ballin also studied for some time in Rome, under Jose Villegas. Mr. Ballin has the broad, strong style of the Velasquez school, and his work entitles him to rank among the best portrait painters of the day. Nothing could be better than this portrait of Dr. Gallaudet. The pose is easy and natural, the flesh tints extremely good and the likeness is perfect. Mr. Ballin was commissioned to paint this portrait by the pupils of the Institute for Deaf-Mutes, who intend presenting it to Dr. Gallaudet as a testimonial of their regard and appreciation of the work he has done for that unfortunate class of people. The presentation will be made at the commencement exercises of the Deaf Mutes' Institute at Washington Heights, which take place in June. *N. Y. Evening Telegram.*

GOOD ADVICE.

How to Save and How to Spend Money.

DEAR BOYS AND GIRLS—As the time comes near when you will leave school and earn your own living you think a good deal about how you shall get money to live on. That is right, but there is another question which is just as important, namely: "How shall you spend your money after you get it?" You have studied fractions and you know that you can multiply a fraction in two ways—by multiplying the numerator or by dividing the denominator. Now the money you get is like the numerator of the fraction, and the things you want to buy are like the denominator. Probably you will find that you can earn about so much and no more—perhaps seven, perhaps ten or possibly twenty dollars a week, and, no matter how hard you try, you can not increase your income. Well then, you cannot multiply your numerator, but let us see if you can not plan so as to make your money go farther than you have made it, if you cannot cut off some needless expenses, and get more enjoyment and advantage than you have done from the same amount of money. Well, in the first place it is clear that you don't want to cultivate any artificial tastes that it costs money to gratify. You know what the difference is between a natural leg, made of flesh and blood, and an artificial leg, made of wood. God made the one, man made the other. So you know that God placed in you the craving for food, he made you so that you need clothes and so that you enjoy being with your friends.

The taste for all these things is natural—God made it. But you would not like to smoke or chew tobacco, to take opium or to drink whiskey if you did not teach yourself to do these things. So the taste for these is an artificial one, because men form the taste themselves by using these things. Now the money in your pocket is like the water in the reservoir on the hill; it is hard to get it in there, and it runs out very easily. How foolish it would be to go to work and bore holes in the walls to let the water run to waste. It should run only through the pipes which carry it to the houses and factories where it does good. So your money should go only for things which do you good in some way. Another thing; don't spend money for any thing just because other people do it. Many men and women buy things which they can't afford, just because their neighbors do it, and they don't want to "get left." A rich man takes his family to Newport in summer, or he buys a big house, not because he wants to do it, but because he thinks his acquaintances will think him very swell. A poor man may buy a pair of patent leather boots for the same reason. In either case the man is unwise, in spending his money to suit his neighbor's notions and not his own. Buy what you like and what you think you can afford. but never buy any thing simply because other people think you ought to. If Mrs. Grundy wants you to buy what you don't care for, let her find the money.

Whatever you buy, let it be good of its kind, for such things are

always cheapest in the end. If you can afford a silk hat, all right; if not, buy a Derby; if that is beyond your means, buy a cloth hat. But it is wiser to buy the best Derby hat than to buy a poor silk hat which costs the same money, and a good cloth hat will give you more satisfaction than a cheap Derby at the same price. So in foot-gear. Wear a hand-sewed French calf shoe if you can afford it, or come down a peg and wear a machine-sewed American calf, or, if you have to wear the cheapest you can get, buy a pair of honest cow-hide "stogys," but don't buy a pair that pretend to be fine calf-skin and are really only varnish and brown paper.

Do not grudge yourself an occasional treat in some way which you particularly enjoy and which will do you good in body or mind. That is why I advised you to be stingy in trifles. If you save that daily dime which your friend spends for his cigar, the nickel which goes for beer and the other one which he pays for car-fare when he would be the better for walking, you have saved money enough in a year to take a trip to the White Mountains or to Niagara, or to buy a bicycle or all the books you can read in the year. Besides improving your health and enlarging your mind, such things keep you fresh and young, and enable you to work better and longer. If you succeed in saving money, don't try to get big interest for it. The Duke of Wellington wisely said; "Good interest means poor security." Put it in a good savings bank, or, if you are or expect to be married, buy a lot and put up a little house so you may have a roof over your head if worst comes to worst. And, if you have good luck and can always get what you really need and have a little over, do not refuse to help a deserving, but unfortunate brother man who may need your charity. If you follow this advice you will be respected by your fellows and your Heavenly Father will approve your course.

Deaf and Dumb Stock Company.

A stock company, called the "Deaf and Dumb Institute Tin-type Company," has been organized among the boys in the Kentucky Institution. The capital stock has been placed at four dollars, divided into sixteen shares of twenty-five cents each. Officers and a board of directors have been elected, the treasurer being required to furnish bonds to the amount of five dollars. Dividends are to be declared monthly. How is this for business enterprise?—*Silent Educator.*

Halifax for 1890.

The report for 1890 of the Halifax Institution is very brief, and is largely taken up with a statement of receipts and expenditures. The Province of Nova Scotia, less generous than our States, does not allow enough for the support of the school, and money has to be begged to eke out the expenses. Referring to the death of the late principal, the report says, with truth and feeling, that "the Directors feel that they are not in any way detracting from the credit due to others who took part in the work, when they say that this institution is the monument of his ability and faithfulness. Directors, teachers and all friends are ready to say that under God, the institution owes its success to James Scott Hutton."

TEACHERS' MEETING.**How to Teach Arithmetic to the Deaf. Opinions of Instructors on that Subject.**

The monthly teachers' meeting was held on Wednesday afternoon, April 28th. The subject was "Teaching Arithmetic." Mr. Jenkins said that before proceeding to the regular business of the meeting, he would like to ask Mrs. Ervin whether she had any improvement to report in the use of the evening study hour by her children. Mrs. Ervin said that she had made a change in the style of lessons given out for evening study, as suggested, and had found a marked improvement. Mr. Jenkins said that he had seen lecture benches which he thought would be admirable for use in our chapel, and that he hoped to be able to fit the room up with them for evening study. Taking up the subject of arithmetic he said that it is, undoubtedly, the most important study, next to language, and it is the one in which, next to language, teachers of the deaf find most difficulty. Miss Bunting thought that arithmetic is more difficult to teach than language, because we have fewer helps in the way of object teaching than in teaching language. Mr. Lloyd thought that the whole superstructure of arithmetic depends on the foundation laid in the primary classes. He favored drill on formulas. Miss Gillin opposed the use of formulas in the younger classes. The attention in studying arithmetic in the primary classes should be centered on the idea of number, but the teaching of formulas makes the working the object of attention.

Miss Gillin thought it not strange that the language and the ideas of number, price and quantity should be strange to our pupils. Hearing children learn these things more from what they hear talked of at home than from what they are taught at school. Miss Bunting said she had her children tell her how they spent their pocket-money as a lesson in arithmetic. Mrs. Ervin told of a pupil who had received 30 cents from home, and whom she directed to write down a list, with prices, of the things she expected to buy with it. The first list footed up about a dollar and a half. Miss Gillin spoke of the advantage of a store, in the school, where the pupils could buy things with toy money. Mrs. Ervin said that in the Philadelphia school the children were sent to the steward's or matron's department with toy money to buy such things as they needed, *e. g.*, two yards of gingham for an apron, or a pair of shoes, which were issued at the usual retail price.

Mr. Jenkins said that he was opposed to giving pupils work in addition, going on to hundreds and thousands, then subtraction in long lines of figures, then multiplication, and then short and long division. This handling of figures which convey no definite meaning to the child is not teaching arithmetic—it is teaching a sort of juggling game. It is like one of these games that you play with a tictotum and a board; so many spaces moved, then you carry one, or you go into the goal or you do something else, as the

rules may direct, but whatever you do, you don't get your pupil to understand anything about numbers. To begin arithmetic, take numbers that the child can grasp, beginning with one and going slowly up to ten. Let him learn every number thoroughly, that is, let him get it ground into his mind that such and such combinations make up that number. Work on six, for instance until the three twos, the two threes, the four and two and the one and five, come to his mind without an effort. When the first ten numbers have been learned in this way, a good foundation has been laid. The children may be interested in the work by various devices, as pasting disks of colored paper on cards, dividing pennies or crayon among their schoolmates and so on. Of course the appropriate formulas can be given with this work. We cannot too often recall the truth that all our knowledge is based on what we learn through our senses. Now our ideas of number come through the sense of sight. How many objects can we recognize at one glance? Perhaps four or five, at any rate not as many as ten. Then these very first numbers, and the primary groups of these numbers, up to, say, five times five, must be the most important for us, since a perfect, automatic knowledge of them and of their relations is what we depend on for a basis to our more advanced knowledge.

We know that the same principle applies in learning language. A child becomes deaf at four years old. He knows perhaps as many words as a child deaf from birth has learned in two years at school. But he knows them and their combinations so that they come to him without an effort, while the other child has to call on his memory by a conscious exertion for a word when he wants it. The first child may, without special difficulty, become a polished writer, while the other is little less than a prodigy if he acquires a free and copious use of written language. "It is the first step that costs." We are obliged to do our thinking largely by symbols—in short-hand as it were. When we speak of a million objects, or of representative government, or of tropical vegetation, we cannot have present to our mind the whole that we are speaking of. It is enough if we can, at will, form clear and accurate conceptions of the several parts of these complex ideas and of their proportion to the whole. If we have not such conceptions of the parts our "glittering generalities" are of no value. Some points in more advanced arithmetic were touched on. Decimals seem to be made needlessly hard. They are properly a part of numeration. The standards of the metric system, especially the metre with its subdivisions, also the litre, are good for illustrations. In teaching fractions, a disk of stiff paper is the best unit, as a fractional part of this unit preserves to the eye its relation to the whole, even after it is placed by itself. A part of a rectangle becomes, apparently, an independent unit under the same circumstances. Much that is in arithmetic textbooks is padding, not necessary to be committed to memory—for instance, tables of measure, weight and value which we never use. On the other hand, scholars ought to learn to handle their arithmetical knowledge so as to find easily informa-

tion which they will want about common things. How many people of average information could tell approximately, by a mental calculation, what a given bar of silver will weigh and what it will be worth, or how far is it around a square ten-acre field, or what temperature of Fahrenheit's thermometer corresponds to + 20 or — 20 Centigrade or how many bricks and how much lumber will be needed for a wall or a floor of given dimensions. Yet every person with a common school education has learned the rules by which to make these calculations. Probably, however, he has not formed the habit of applying what he learned outside them. We want our pupils to make what they learn in school their own by using it out of school. If we gain that we gain everything, for we make them their own teachers. After some general discussion the meeting adjourned.

West Virginia's Report.

The West Virginia School for the Deaf and the Blind sends us its report for the two years ending Sept. 30th, 1890. The school is growing with the growth of the State, and numbers 67 deaf, and 36 blind inmates. The present quarters are too small for this number, and the State will either enlarge the buildings, or separate the two departments. The latter course is wisely, we think, advised in the report. A gymnasium is spoken of as needed, especially for the blind, who cannot join in the active games played by the deaf pupils.

Deaf-Mutes Victorious.

Our boys played a game of base ball with the High School boys on the 8th of the present month. Both sides played very well and the fielding was sharp. The game resulted in a victory for our club. Ward, Stephenson, Kees and Manning played well on the diamond. Below is the score:

DEAF-MUTES.

	R.	H.	P.	O.	A.	E.
Ward, ss.....	0	1	1	3	1	
Kees, 2b.....	1	0	1	2	0	
Stephenson, c.....	0	0	4	0	1	
Hart, 3b.....	1	3	3	1	0	
Magerum, cf.....	0	1	1	0	0	
Hartman, rf.....	1	1	1	0	0	
Purcell, lf.....	1	0	1	0	0	
Tracy, 1b.....	1	0	6	0	0	
Manning, p.....	1	0	0	2	0	
Totals.....	6	6	18	8	2	

HIGH SCHOOL.

	R.	H.	P.	O.	A.	E.
Vanceloff, 1b.....	1	2	8	0	0	
Phillips, 3b.....	1	0	1	3	0	
Tilton, c.....	1	1	5	0	1	
W. Burgner, ss.....	0	0	0	2	0	
J. Burgner, p.....	1	0	0	2	0	
Schmidt, 2b.....	1	1	2	1	0	
Emlen, lf.....	0	0	1	0	1	
Fitzrow, cf.....	0	0	1	0	0	
Walker, rf.....	0	0	0	0	0	
Totals.....	5	4	18	8	2	

Innings, 1 2 3 4 5 6

Deaf-Mutes.....1 1 1 2 0 1—6
High School.....0 0 3 0 0 2—5
Earned runs—Deaf-Mutes, 2; High School, 1. First base on balls—off Manning, 2; off Burgner, 3. Stolen bases—Kees, 1; Hart, 1; Hartman, 2; and Purcell, 1. Two-base hits—Hart, Magerum, Hartman, Vanceloff and Tilton. Home run—Schmidt. Struck out by Manning, 5; and by Burgner, 4. Umpire, Mr. Gaffney. Scorer, Charlie Hummer.

CONTRIBUTED BY PUPILS.**Matters Interesting to Them Written for the Silent Worker.**

PAUL NEIDERMAN.

The shipwrights build ships, steam-boats and sloops, and make sails and masts, etc. They have many ships to sail the ocean and rivers. You will sometimes find a shipyard. The shipwright sells people a ship for sailing on the ocean. The captain manages the sailors. He orders them to climb up the mast. He earns much money. People want to go aboard the steamboat to go to New York City or Bridgeport. Steamships go much faster than steamboats. They often traverse the Atlantic ocean. The propeller turns under water and makes the boat move forward.

EDWARD M. MANNING.

Coal is a hard substance and as black as a raven. It is generally found in beds under the ground. There are two principal kinds; hard and soft. Hard coal is called anthracite. It burns with a steady heat, without blaze. Anthracite is used in our boiler-room to keep the rooms warm. Soft coal is called bituminous. It burns readily with a flame and leaves much ashes. Gas is extracted from soft coal. Oil is obtained from coal. Oil wells are generally situated near coal mines. The people use much coal during the winter. A ton of coal is worth five dollars. There are various sizes. This winter while I was at home, I made a fire in the parlor, and put some fine wood and nut coal in the stove and it did not burn very well. My sister had a handful of common salt, such as the pupils in the dining-room use for meat, beets, potatoes, etc. She put the salt on the fire. Ten minutes after, the fuel was quickly burning, and the stove was very hot and red. I was very much surprised to see it. I have never seen a coal mine in my life, but sometime I will go to Pennsylvania and see one. I would like to see a coal mine very much. Coal mines are very dangerous places. The coal fields of the United States are found in the eastern part. Pennsylvania is the largest coal State. New Jersey has not any coal mines.

Pennsylvania's New Building.

The new building of the Pennsylvania Institution at Mt. Airy, is at last under roof, but it is not thought that it will be occupied before next spring. The buildings of this institution, it is said, will be the finest and possess the most modern improvements of any of its kind in the country, if not the world. They stand in the center of a sixteen-acre lot, and will cost, when completed, about \$450,000.

The Circus.

Barnum and Bailey's circus was in Trenton on Saturday the 9th of the present month. All the pupils turned out in the forenoon to see the parade, which, by the kindness of Prof. Green, they were allowed to view from the yard of the Normal School. Mr. Wright interviewed the agent in the morning, and secured admission for all our pupils at half price. About forty of them went to the show, and they all enjoyed it very much. The spectacle of "Nero" was a new feature and was very fine. The girls were pretty tired after their long walk, but luckily had all Sunday to rest in.

AT THE WHITE HOUSE.

Mrs. President Harrison's Visit to Mrs. President Cleveland.

Two little girls of my acquaintance, writes a correspondent of the *Youth's Companion*, were playing "Come to see." Each had a little play-house under the apple trees in the rear of little Nannie's home and they had pleasant, but somewhat ceremonious visits to each other under the names of Mrs. President Harrison and Mrs. President Cleveland. Their conversation, however, was not always in harmony with the character and position of the ladies whose names they had assumed.

The dialogue ran somewhat like this: Mrs. Harrison said: "I must get to work and make a pie for Benjamin's dinner. He always makes a fuss if I don't have pie for dinner. And then I must scrub out the halls. There's a sight of work to do here in the White House."

"Oh, I know," replied Mrs. Cleveland patronizingly. "There was when we lived here. It just kept Grover and me on the jump all the time to keep things looking decent. That's one reason we were glad to move."

"It does keep one busy," said Mrs. Harrison, "but Benjamin and I think it's real pleasant here, and we're not going to move soon if we can help; but we'll have to keep a girl, I guess."

"Yes, you'll need one if you give such parties as I gave," replied Mrs. Cleveland. "One has to cook up so when it comes to inviting all Congress to dinner. Congressmen are such awful eaters that Mr. Cleveland often said it would break us up if we had them often. Dear me, I'm glad we don't live here now."

"Well, there's one comfort, and that is that you ain't likely ever to have to live here again," said Mrs. Harrison, consolingly.

"Perhaps not—we shall see about that," said Mrs. Cleveland, stiffly, as she rose to go. But before she took her departure she stated the original object of her visit, which set the two concealed listeners off into shouts of laughter.

"I came over," she said, "to ask if you would lend me Mr. Harrison's pants pattern. I've got to make Mr. Cleveland a pair, and I haven't a very good pattern, and he's real particular about his pants."

The laughter that followed this speech so offended both ladies that they left the White House at once, although Mrs. Harrison had not yet "scrubbed out halls."

From California.

The directors are much interested in the water question. The tunnel which is being run to strike the bottom of the experimental shaft is now 328 feet, and there is still a distance of about 75 feet to run, but already two streams have been cut with a supply of 15,000 gallons a day. As the water comes from a favorable kind of rock, it is hoped that the streams are permanent.

Mr. Wilkinson has quite recovered from his illness and was well enough to attend the launch of the "Monterey" last Tuesday. It also gives us pleasure to say that Miss Wilkinson's convalescence is established, and every day sees an improvement in strength. It will also gratify her friends to hear that her long illness will leave no trace of its severity, but that she will be as well as ever she was.—*Berkeley News*.

A Shy Visitor.

A cayote, or prairie wolf, was seen on the grounds of the California Institution lately, by one of the pupils. He went for a rifle, but in the meantime it had disappeared. We don't know much about the cayote, but we remember making a sensation at a hotel table in a little Mexican town by asking the waiter to bring us one. It was a mistake of ours. What we meant to say was *camote*, which is Spanish—Mexican Spanish any way—for sweet potato.

Fires Dynamite Shells.

A new kind of cannon has been invented to fire shells loaded with dynamite. The shells weigh 600 pounds each. If one of these shells should burst in a fort it would destroy it and disable all the soldiers. But if these shells were fired in a cannon charged with powder, the explosion of the powder in the cannon would explode the dynamite in the shell. This would not do at all. So the shell is fired from a gun charged with compressed air.

Our boys are familiar with compressed air on a small scale. The "Chicago air-rifle" works by compressed air. The dynamite cannon is charged with compressed air by a steam-pump. The range of this dynamite air-gun is about three miles. The shell goes three miles in about thirty seconds. Of course the air-gun makes very little noise. The enemy cannot hear it, nor see any smoke when it is fired. The gun weighs about eleven tons. If it were to be fired with powder, it would have to weigh at least thirty tons. The air-gun for dynamite was invented by Lieut. Graydon of the United States Navy. It is a terrible weapon.

Anecdotes of the Deaf.

In the *Cosmopolitan* for December is a description of one of the most famous fireplaces in the world, and a legend about it. The fireplace is a beautifully carved one in a court room in Bruges, Belgium. It was really designed by Meister Gunot de Beaugran and Lanciot Bondeel. The following is the legend: Way back in the middle ages, about 1527, a workman lived in Bruges, named Andreas. He was a wood carver and did such beautiful work that other workmen were jealous of him. Andreas had a little daughter, Marie, whom he loved very dearly. He had also living with him an old, rich uncle who was deaf and dumb. On Andreas's birthday his little girl had a surprise ready for him, and she hid in his work-shop to see his delight. A man came in who hated Andreas. He saw the old man and said, "Where is Andreas?" The old man could not hear and did not answer. The visitor was then angry and pushed the old man, so he fell and hit his head against the andirons, and was killed. Marie screamed and the man ran away. Andreas came in and lifted the old man up; the neighbors rushed in and when they saw Andreas holding the dead man they thought he had killed him. So poor Andreas was sent to prison; but they let him have his tools, and while he was in prison he planned and made this beautiful fireplace. The people were so astonished at his work that they gave him his freedom, but he had worked so hard that he only lived one day after he was released. "He had put his life into this great work."—*Our Little People*.

NOT PRODIGES.

But They Have Genius and are Artists of the First Rank.

It is in one sense gratifying that the leading deaf-mute artists of the present time are not more widely known to the general public. A hundred, or even fifty years ago, a deaf-mute painter who could produce work which the best artists of the day considered worthy to be placed by the side of their own masterpieces, would have been thought a prodigy. People would have talked of him and wondered at his success, as they would to see the work of the painter who was born without arms. Now, however, it is so generally understood that deaf-mutes have the same natural gifts of mind as other people, that comparatively few people are much surprised when they learn that one of the best painters now living, Mr. H. H. Moore, is a deaf-mute. The decisive proof of this statement is the fact, previously stated in the *SILENT WORKER*, that last year Meissonier, passing on half a dozen pictures sent by Mr. Moore for the exhibition in Paris, admitted every one, instead of selecting one or two. Mr. Douglas Tilden, the young California sculptor, seems to have secured a similar position in his chosen branch of art. His success in having the statue of the "National Game" admitted to the Paris Salon has been followed up by his securing "honorable mention" for his figure of "The Tired Boxer." He has produced a later work of at least equal merit called "The Young Acrobat." It is a baby, balanced in its mother's hand, and is an admirable embodiment of infantile grace. The *Berkeley News*, recently gave cuts of all these works, with an interesting sketch of the artist.

"The Same Old Story."

The West Virginia *Tablet* gives an account of the recent death of a member of the Board of that institution at the hands of another gentleman of equal prominence and respectability. There is a touch of unconscious humor in the writer's allusion to the affair as "the same old story," and in his estimate of the comparative popularity of the two parties to the unpleasantness. It would seem that in the latitude of Romney it is a common occurrence for two intimate friends to differ on some trifling matter, as friends do elsewhere, but while in less chivalrous regions the parties each simply find another man to play enquire with and to bore with alleged funny stories, the Romneys in such case start on a cruise for each other's gore.

Being good shots and fearless fighters, and meaning business, one or the other is pretty sure to bag his game, and not seldom each finishes the other after the thorough-going fashion of the Kilkenny cats. In this particular incident the killed is reckoned to have been the more worthy and more highly appreciated of the two, since we are told that there was a sentiment in favor of lynching the estimable citizen who acted as killer. We would suggest that it might be a good plan, when two distinguished citizens have a difference which is likely to result fatally—say as to whether *honour* should be spelled with or without the *u*—for a committee of citizens to wait on the less popular party, and have him die "by request," as the college song says, so as to be sure the wrong man is not killed.

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THE NEW JERSEY SCHOOL FOR Deaf-Mutes, established by act approved March 31st, 1882, offers its advantages on the following conditions: The candidate must be a resident of the State, not less than eight nor more than twenty-one years of age, deaf, and of sufficient physical health and intellectual capacity to profit by the instruction afforded. The person making application for the admission of a child as a pupil is required to fill out a blank form, furnished for the purpose, giving necessary information in regard to the case. The application must be accompanied by a certificate from a county judge or county clerk of the county, or the chosen freeholder or township clerk of the township, or the mayor of the city, where the applicant resides, also by a certificate from two freeholders of the county. These certificates are printed on the same sheet with the forms of application, and are accompanied by full directions for filling them out. Blank forms of application, and any desired information in regard to the school, may be obtained by writing to the following address:

Weston Jenkins, A. M.,
Trenton, N. J. Superintendent.

We are indebted to Mr. L. H. McKee, of the New Jersey School and Church Furniture Co., for a large number of pieces of choice woods, which will be useful for wood-carving. It is hard to get well seasoned pieces of the right kinds of wood for this purpose.